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the canal this view should be of comfort to the advocates of neutralization.

The quotation from President Cleveland's message, page 50, is not taken from an official source and is inaccurate. The date of the second Peace Conference, pages 79 and 141, should be 1907 and not 1909. Off-shot, page 78, should be offshoot.

JOHN HOLLADAY LATANÉ.

TEXT-BOOK

A History of the Ancient World. By GEORGE WILLIS BOTSFORD, Ph.D., Professor of History, Columbia University. (New York, Macmillan Company, 1911, pp. xviii, 588.)

The great advantage which Professor Botsford's *History of the Ancient World* possesses is that it springs from a first-hand acquaintance with the sources. For twenty-five years he has been busied professionally with their study. In that time, moreover, he has had occasion to keep in constant touch with the secondary literature; and how wide is his reach and careful is his performance all those know who have tested his *Roman Assemblies*. One may dissent from Professor Botsford's opinion on particular matters, and, in fact, the reviewer is by no means in accord with all his conclusions. That goes almost without saying in a province where the elements of uncertainty are often so great. The point is that the views stated in this text are generally capable of a satisfactory defense. They are not, as is unhappily too frequently the case in similar works, survivals of abandoned syntheses or half-truths reached by ignoring new or pertinent facts. Ancient history is now cluttered up with generalizations which were once sound but which have proved inadequate with advancing knowledge, and with the hasty inferences of men of imagination to whom the paucity of materials has been a license for free and reckless conjecture. A lot of dead books are commonly treated with numbing reverence and a lot of live books with undeserved respect. It is, therefore, refreshing to find a text-book writer who is really critical.

In the material equipment of text-books on ancient history the standard set in the United States is very high—higher the reviewer believes than in any other country. In paper and binding they are often inferior to their English rivals, but to them alone; whereas in the number of maps and other illustrations they are in a class by themselves. Professor Botsford's maps are well designed and his illustrations well chosen. If fault can be found at all it is with the way some of them are executed, but it is a fair question whether much better can be reasonably demanded in a work which contains 606 pages and has to sell for \$1.50. Care has been taken to have the maps really help geography and the cuts really illustrate the text, and in general no pains have been spared to enable the students—and the teachers, alas!—to pronounce all proper names

and find all place-names. The so-called Note-book Topics appended to each chapter are not impracticably numerous and are accompanied by references to reliable and serviceable books.

"The newer educational movement", says Professor Botsford in the preface, "rightly lays stress on the causal relations and the significance of events and on culture and social life. My *History of Greece* (1899) did pioneer work in this field; and I now cherish the hope that educators will soon see their way clear to the elimination of many minor persons and events from the study of ancient history to make room for a larger treatment of social and cultural activities." It is, perhaps, unwise to dwell on controversial matters in a review; but the writer finds himself so strongly at variance with at least one phase of the so-called "newer educational movement" that he cannot refrain from criticizing its appearance in this text-book. For laying "stress on the causal relations and the significance of events" he has nothing but praise; and the excellence of Professor Botsford's earlier histories in this respect perhaps permits him to "Myerserize" a trifle in his latest effort. But when we are told that the old-fashioned narrative history shall be reduced to a minimum to make way for disquisitions necessarily more or less abstract on culture and society the reviewer wishes to protest in the name of the boys and girls of fourteen for whom, presumably, this book is intended. That sort of thing may be within the grasp of young people of eighteen preparing for college, though some experience in reading college entrance papers has convinced the reviewer of its general futility in the high-school curriculum. Surely for the other class, the big and growing body of first-year pupils, the text-book which does not tell a story vividly and with some appeal to the dramatic sense is bound to be more or less of a failure. And if the facts of history thus presented elicit no response we had better admit frankly the failure of history itself. Can a moving story be embodied in a summary of chief events enlarged by a similar summary of cultural and social topics? The reviewer has serious doubts even at the end of Professor Botsford's skilful and experienced narrative. He hopes that educators in this country will soon see their way clear to revert to the practice of England and the Old World generally of instructing beginners in history by telling them a story and compelling them to know it. To do so means of course one text for the first-year class and quite a different one for college preparatory work. It means too that boys and girls are confessedly unable to appreciate everything that makes Greece and Rome great.

W. S. FERGUSON.